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ABSTRACT

This volume contains 10 papers on higher education theory and research. "Variation Among Academic Disciplines: Analytical Frameworks and Research" (John M. Braxton and Lowell L. Hargens) reviews work on disciplinary differences and proposed conceptual schemes for explaining these differences. "Public Policy and Public Trust: The Use and Misuse of Performance Indicators in Higher Education" (Brian P. Nedwek) explores the development and use of performance indicators, compares alternative designs, and analyzes policy and research implications. "Integrated Qualitative and Quantitative Research: Epistemology, History, and Designs" (John W. Creswell et al.) offers a constructed dialogue on the epistemic foundations and the methodological steps in conducting integrated qualitative and quantitative research. "Developments in State Funding for Higher Education" (Daniel T. Layzell) discusses the framework for state fund allocation, examines trends in state funding, outlines current major policy issues, and suggests future areas of research. "Gender and Academic Publishing" (Kathryn B. Ward and Linda Grant) summarizes research on links between gender and academic publication. "The Dimensionality of Student Ratings of Instruction: What We Know and What We Do Not" (Philip C. Abrami et al.) critically examines key issues, reaches conclusions, makes practical suggestions, and suggests future research. "Organizational Effectiveness and Quality: The Second Generation" (Kim S. Cameron and David Whetten) highlights lessons learned from past effectiveness literature, examines quality as a replacement construct, and suggests attributes that should characterize any newly emerging research stream. "Theory and Research in Administrative Leadership" (Cameron Fincher) reviews recent trends

that bear directly on institutional leadership; considers practical implications for recruitment, appointment, assessment, and continued development of administrative leaders; and interprets leadership in terms of a provisional theory with explicit policy implications. "Governments, Governance, and Canadian Universities" (Glen A. Jones) describes and analyzes two aspects of the Canadian higher education enterprise that illustrate a unique approach to higher education. "Doctoral Programs in American Higher Education" (Jennifer Grant Haworth) selectively reviews the literature on doctoral education, and other scholarly writings in order to paint a picture of doctoral programs in American higher education. (Individual papers contain extensive references.) (JB)

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